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ABSTRACT

An annotated bibliography includes 66 items drawn from a wide variety of sources including scholarly journals, government reports, books, newspapers, and ERIC documents. While many of the cited works focus on educational exchange programs between China and Western nations since the Cultural Revolution, some of the sources deal with earlier exchange programs between China and the Soviet Union and nations in Africa and the Middle East. The brief annotations are descriptive, not evaluative. (CFR)

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STUDY ABROAD: STUDENT AND ACADEMIC EXCHANGES: FOREIGN STUDENTS IN CHINA: CHINESE STUDENTS ABROAD:

Annotated Bibliography

by

Franklin Parker

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STUDY ABROAD; STUDENT AND ACADEMIC EXCHANGES;
FOREIGN STUDENTS IN CHINA; CHINESE STUDENTS ABROAD :
ANNOTATED BIBLIOGRAPHY
By Franklin Parker

"African Students Cite Bias." DOMINION POST (Morgantown, WV), July 19, 1979.

Arab and African students in Peking and Shanghai charged their hosts with racism because of rules prohibiting dating and other contact with Chinese students.

Arnold, Julean H. "Educating Chinese in America." CHINA WEEKLY REVIEW, 24 (April 21, 1923), 272-74.

Commercial attache, U.S. embassy, Peking, asks whether it pays to send Chinese students to the U.S. for collegiate training.

Arnold, Julean H. "Educating Chinese Students Abroad." CHINA WEEKLY REVIEW, 37 (August 14, 1926), 266.

Argues that education for Chinese sent to the U.S. should provide practical courses and technical training.

Barendsen, Robert D., ed. THE ENGLISH LANGUAGE TEST USED BY THE PEOPLE'S REPUBLIC OF CHINA IN SELECTING CANDIDATES FOR STUDY ABROAD IN 1978-79. Washington, DC: U.S. Department of Education, 1980. ERIC ED 198 736.

English-language portion of the test China used to select first candidates for coming to the U.S. under the official exchange agreement. Gives

background on the test and the scoring system.

Bates, Lesley R. "These Likeable Chinese." ASIA, 45, 12 (December 1945), 575-77.

A Los Angeles English professor tells of teaching English to Chinese Air Force trainees in the U.S.

Beers, Burton F. "Americans in China? Some Historical Perspectives on a Contemporary Enthusiasm." SOUTH ATLANTIC QUARTERLY, 74, 1 (1975), 1-11.

Despite U.S. large role in taking Western education to China (over 7,000 Chinese obtained higher education in the U.S. by 1940), China came to deplore such activities as cultural imperialism and encroachment on her sovereignty.

Blumenthal, Peggy. AMERICAN STUDY PROGRAMS IN CHINA: AN INTERIM REPORT CARD. Washington, DC: U.S.-China Education Clearinghouse, 1981. ERIC ED 214 447.

Study programs for U.S. undergraduates and graduate students in China, 1980-81, based on interviews with students and Chinese administrators at institutions involved. Includes general curricula, language classes, research difficulties, field research, and university administration.

Branscomb, Lewis M. "Scholars Building a Two-Way Street to China." Letter to Editor. NEW YORK TIMES, February 26, 1979, p. 18.

Negotiations for scholarly exchanges that permit U.S. experts to assist China in social sciences, humanities, and science.

Brown, Harrison. "Scholarly Exchanges with the People's Republic of China." SCIENCE, 183 (January 11, 1974), 52-54.

Describes a program for exchange of scholars between the U.S. and China.

Butterfield, Fox. "China Sending Party Workers to Villages in New Indoctrination Drive." NEW YORK TIMES, May 15, 1980, p. 8, c. 3-6.

Despite tightening internal discipline, China's leaders did not interfere with scientists, scholars, and students going abroad to study, considered the cornerstone of the modernization drive.

Byrnes, Robert F. "When the Academic Door to Peking Opens." FREEDOM AT ISSUE, 12 (1972), 6-7, 20-21.

Foresees a slow process in establishing formal U.S.-China academic exchanges.

"Carry Forward Internationalism and Promote Friendship and Solidarity with Foreign Students Studying in China: Resolution Adopted at the Second Session of the 20th Presidium of the All-China Students' Federation." CHINESE YOUTH BULLETIN, 4, 10 (October 1984), 3-4.

Calls for warm relations with foreign students, especially those from third world countries, regardless of nationality, race, color, or religious

belief.

Chen, Theodore H. E. "All Is Not Lost in China." EDUCATIONAL RECORD, 30, 4 (October 1949), 478-86.

Despite Communists in power in China, U.S. past contribution to education there will be lasting. If future educational and cultural opportunities arise, they should be used and social sciences should be stressed.

Chen, Theodore H. E. "America in the Eyes of Chinese Students." EDUCATIONAL FORUM, 13, 3 (March 1949), 293-300.

Problems with language, food, housing, customs, and racial prejudice make adjustment to U.S. life difficult. However, sound guidance and concern for Chinese (and other) foreign students in the U.S. can build long-lasting understanding.

Chen, Theodore H. E. "Government Encouragement and Control of International Education in Communist China." GOVERNMENTAL POLICY AND INTERNATIONAL EDUCATION. Edited by Stewart E. Fraser. New York: Wiley, 1965, pp. 111-33.

By 1957 Communist China had sent over 7,000 students abroad for study, most to the U.S.S.R., where the Chinese Embassy closely supervised them. China received students from mainly Asia and Africa in the 1950s and early 1960s (fewer than 2,000 annually), many of whom objected to being isolated from Chinese students. Overseas Chinese students also protested their lack of freedom.

Chen, Theodore H. E. "Student Exchanges in Communist China." COLLECTED DOCUMENTS OF THE FIRST SINO-AMERICAN CONFERENCE ON MAINLAND CHINA. Taipei: Institute of International Relations, 1971, pp. 325-46.

Topics: Chinese students studying abroad (during 1950-60 an estimated 38,000 students, scientists, technicians, and workers were trained in the U.S.S.R.); foreign students in China (they studied mainly in Peking and were isolated from Chinese students); and overseas Chinese youth (1955-60, 8,000 to 10,000 arrived annually in China to study).

China Institute in America. Committee on Survey of Chinese Students in American Colleges and Universities. A SURVEY OF CHINESE STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES IN THE PAST ONE HUNDRED YEARS. New York: China Institute in America, 1954.

Historical background and statistical data on various aspects of Chinese student life in the U.S.

"Clash Between Chinese and Foreign Students in Shanghai Settled." BEIJING REVIEW, 22, 31 (August 3, 1979), 7.

In July 1979, 19 foreign students and 24 Chinese were injured in fighting after a foreign student defied a Chinese student's request that he turn down his radio. Foreign embassy personnel helped settle the dispute. All authorities announced plans to prevent such future unrest.

Fairbank, Wilma. AMERICA'S CULTURAL EXPERIMENT IN CHINA, 1942-49. CULTURAL RELATIONS PROGRAMS OF THE U.S. DEPARTMENT OF STATE: HISTORICAL STUDIES, NUMBER 1. Washington, DC: Government Printing Office, 1976. ERIC ED 150 050.

History of cultural exchanges between the U.S. and China, 1942-49.

Fields, Cheryl M. "Broader Scholarly Exchange Proposed for U.S., China." CHRONICLE OF HIGHER EDUCATION, 17, 21 (February 5, 1979), 6.

Reacting to Vice-Premier Teng and President Carter's scholarly exchange agreement, Harvard historian John King Fairbank insisted that U.S. scholars need extended time and freedom to work in the Chinese countryside, where more than 80 percent of the people live.

"First Chinese Scholars Here, Brushing Up on English." CHRONICLE OF HIGHER EDUCATION, 17, 19 (January 22, 1979), 2.

The first 52 of about 500 scholars and scientists expected by September began English language study at American University and Georgetown University. Most will do postdoctoral study.

Francke, Claudia. "A German Student in China." CHINA NOW, 77 (March-April 1978), 35-37.

German woman at Peking University, 1974-76, describes her life and studies.

Fraser, Stewart E. "China's International, Cultural, and Educational Relations: With Selected Bibliography." COMPARATIVE EDUCATION REVIEW, 13 (February 1969), 60-87.

About Chinese students abroad for education pre-and-post-1949, with special attention to incidents ~~arising~~ during the Cultural Revolution as a result of student activity in Hungary, France, Iraq, and Czechoslovakia. The educational relationship between the Chinese and Soviet Communists is also discussed.

Fraser, Stewart E. "Communist Education and Visiting Educators—Contrasts in Russian and Chinese Policy." JENNINGS SCHOLAR LECTURES 1966-67. Cleveland: Educational Research Council of Greater Cleveland, 1968, pp. 145-65.

Policies toward students, educators, and visiting scholars in educational and cultural exchanges between China and the Soviet Union.

Goldman, Rene. "The Experience of Foreign Students in China." GOVERNMENTAL POLICY AND INTERNATIONAL EDUCATION. Edited by Stewart E. Fraser. New York: Wiley, 1965, pp. 135-40.

In the 1950s China received many high school graduates from North Korea, Vietnam, and elsewhere for up to seven years' study, and a smaller number of postgraduates for shorter periods. Isolated from the Chinese, they lived comfortably, but many resented their politicized education.

Gottschang, Karen Turner. CHINA BOUND: A HANDBOOK FOR

AMERICAN STUDENTS, RESEARCHERS AND TEACHERS. Washington, DC: National Association for Foreign Student Affairs, 1981. ERIC ED 207 887.

Has information about higher education, teaching, and research conditions.

Hawkins, John N. "Educational Exchanges and the Transformation of Higher Education in the People's Republic of China." BRIDGES TO KNOWLEDGE: FOREIGN STUDENTS IN COMPARATIVE PERSPECTIVE. Edited by Elinor G. Barber, et al. Chicago: University of Chicago Press, 1984, pp. 19-31.

U.S.-China academic exchange based on 1978 agreement and Chinese government's pragmatic intent to modernize. Over 2,000 government-sponsored Chinese were in 33 nations (1979), mainly U.S. (6,000 students in over 300 higher education institutions, 1981), West Germany, England, France, and Japan—with 20,000 projected by 1985.

Hayhoe, Ruth. "A Comparative Analysis of Chinese-Western-Academic Exchange." COMPARATIVE EDUCATION, 20, 1 (1984), 39-56.

Academic exchange in the 1980s is a deliberate Chinese political decision, is funded mainly by international agencies (e.g., World Bank), retains Chinese autonomy, is not likely to modify current Chinese education, but may have some unintended future consequences. Covers Chinese policies of educational exchange; and exchange relations with France, Britain, West Germany, U.S., Japan, and Canada.

Hirata, Lucie Cheng. "Novelists and Social Scientists: A Study of Social Typing in China." PACIFIC SOCIOLOGICAL REVIEW, 15, 4 (October 1972), 483-94.

Analyzed 112 novels and 66 essays by Chinese novelists and social scientists, 1917-48, to identify how they treated Chinese returned from foreign study. Found that the returned student's occupation was most often given. Concluded that the writers considered one's occupation to be a more powerful determinant of behavior than one's social origins.

Ho, Liou. "The Present Situation of French Culture in the Republic of China." ANN. FRANCO-CHINOISES, 4, 15 (1930), 25-37.

Describes Chinese students in France from 1901, one of whom, Li Yu-ling, established the Chinese Society of Rational French Education in Peking, 1912. Also describes Franco-Chinese University of Peking, 1920.

Hoyt, Terry. "Andover's Opening to China Studies: Student Exchanges Lead Push for a Full Secondary Program." NEW YORK TIMES EDUCATION WINTER SURVEY, Section 12, January 6, 1985, p. 61.

Only three Chinese secondary school students are enrolled in the U.S.—at Phillips Academy, Andover, MA. From Harbin Institute of Technology, Manchuria, they are at Phillips to study English a year before entering U.S. universities. At Phillips they also tutor a few U.S. students taking Chinese language, a part of that school's China studies program begun in 1980.

Huang, Tsun-hsien. "The Closure of the Chinese Educational Mission in America." A HISTORY OF INTERNATIONAL AND COMPARATIVE EDUCATION: NINETEENTH CENTURY DOCUMENTS. Edited by Stewart E. Fraser and William W. Brickman. Glenview, IL: Scott, Foresman, 1968, pp. 378-80.

Author's poem, 1881, and introduction is about the Chinese Educational Mission in Hartford, CT, 1872-81, which brought 120 Chinese boys in their teens to selected U.S. homes, schools, and colleges for mainly science and technological studies not available in China. Lack of cooperation among Chinese officials ended the experiment. The boys, despite distrust of others on their return, made useful contributions and rose high in the government and professions.

Jacobson, Harald W. "The Educational System and Academic and Technological Exchanges of the People's Republic of China. Research Report." Paper presented at the Conference on Communication and China's External Relations, Honolulu, January 1980. ERIC ED 228 123.

Part of China's effort to reverse the effects of the Cultural Revolution has been to encourage educational exchanges among those who can advance modernization.

La Fargue, Thomas Edward. "Chinese Educational Commission to the United States." FAR EASTERN QUARTERLY, 1, 1 (November 1941), 59-70.

The nineteenth century mission, sponsored by the Chinese government on

recommendations of Tseng Kuo-fan, sent young Chinese students to the U.S. to gain technical skills needed to make China's army and navy strong enough to withstand Western assaults. It was ended after the U.S. Congress abrogated the Burlingame Treaty (which called for U.S.-China cooperation in behalf of China's modernization). The Chinese also ended the mission out of dismay at the rapid Westernization of the Chinese students.

Li, Karl, and Richard Elwell. "Chatting with the Chinese." AMERICAN EDUCATION, 15, 4 (May 1979), 17-19.

Conversation with three among the first 50 Chinese scholars in the U.S.-China exchange was about the Cultural Revolution's damage to universities. Scholars usually continue to teach at universities they attended, a practice the three criticized as causing "stiffness in ideas."

Liu, Zongren. TWO YEARS IN THE MELTING POT. Chicago: China Books and Periodicals, 1984.

Author, an English translator on CHINA RECONSTRUCTS staff, describes his study and personal difficulties in Chicago, 1980-82.

MacCallum, Elizabeth. "Foreign Scholars in China Hope Arrival of Americans Will Open Doors to Research." CHRONICLE OF HIGHER EDUCATION, 18, 7 (April 9, 1979), 1, 8.

Eight U.S. scholars who arrived in February to do research were older than most foreign students, many of whom have found conditions unconducive to academic activities. The Americans reported a helpful reception

but could not assess prospects for completing their research.

Mathews, Jay. "Prostitution Survives in Austere China." WASHINGTON POST, June 16, 1979.

Some women, jobless because they returned illegally from rural assignments, have frequented the Peking Languages Institute to sell sexual favors to foreign students. African students there and at other centers complain of discrimination, many having been sent to China against their will because of low tuition costs.

Meyer, Eugene L. "Chinese Scholars Arrive Here for U.S. Studies." WASHINGTON POST, December 28, 1978.

Fifty-two senior Chinese scholars and scientists arrived for language study in Washington before beginning advanced work in sciences and technology. All hold the equivalent of a Ph.D. and will spend several years in the U.S.

Middleton, Lorenzo. "China Sees Exchange Program Leading to Shortage of Scholars." CHRONICLE OF HIGHER EDUCATION, 20, 20 (July 14, 1980), 1.

So many senior scientists and university professors are studying in the U.S., many not sponsored by the government, that the Chinese fear a faculty shortage. Despite more careful coordination of future leaves by Chinese authorities, the State Department expects an increasing number of Chinese scholars to come to the U.S.

Murray, Douglas P. "Exchanges with the People's Republic of China: Symbols and Substance." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 424 (1976), 29-42.

Concludes that scholarly exchanges can never be removed from politics and shows that the Chinese have selected people mainly from scientific and technical fields for U.S. study.

Nakadomari, Yoshio. "The System of Sending Ryukyuan Scholarships to China." CHINESE CULTURE, 9, 4 (December 1968), 45-53.

A historical study of the scholarship system (begun 1392 A.D.) for sending Okinawan students to China.

National Academy of Sciences. STUDENTS AND SCHOLARS FROM THE PEOPLE'S REPUBLIC OF CHINA CURRENTLY IN THE UNITED STATES. SURVEY SUMMARY. Washington, DC: U.S.-China Education Clearinghouse, 1980. ERIC ED 200 080.

Survey of U.S. colleges and universities found 982 Chinese students and scholars (32.6 percent students, 67.4 percent visiting scholars). Problems identified: deficient academic background, inadequate knowledge of English, and unfamiliarity with U.S. culture.

"Peking Says 15,000 Students Will Be Sent Abroad for Study." NEW YORK TIMES, December 13, 1982, p. 4.

Under her five-year plan (1981-85) China will have 2.3 million secondary

vocational graduates, 1.5 million college graduates, 45,000 professional graduates, and 15,000 studying abroad (mainly in the natural sciences and technology).

Perrolle, Pierre M., and Linda A. Reed. AN INTRODUCTION TO EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA AND U.S.-CHINA EDUCATIONAL EXCHANGES. Washington, DC: U.S.-China Education Clearinghouse, 1980. ERIC ED 197 630.

About China's higher education system and the process used in U.S.-China educational exchanges. Includes information about opportunities for U.S. students and scholars to teach, lecture, and do research in China.

"Policy on Foreign Students Tightened at Peking School." WASHINGTON POST, April 11, 1979.

Lack of space was the official reason given for prohibiting foreign and Chinese students from rooming together at Peking Language Institute. But some students thought authorities wanted to reduce contacts between Chinese and foreigners.

Prewitt, Kenneth. "The Prospects for Research in China by American Humanists and Social Scientists: The Report of a Commission." SOCIAL SCIENCE RESEARCH COUNCIL ITEMS, 36, 1-2 (June 1982), 8-12.

Concise report on a 1981 trip by U.S. scholars whose recommendations about scholarly exchange with China Prewitt presented in his book below.

Prewitt, Kenneth, ed. RESEARCH OPPORTUNITIES IN CHINA FOR AMERICAN HUMANISTS AND SOCIAL SCIENTISTS. New York: Social Science Research Council, 1982.

Report of 1981 China trip by the American Humanities and Social Science Planning Commission to make recommendation on improving and increasing scholarly exchanges with China. Because China will not always permit open inquiry, U.S. research goals cannot be fully attained. But the best available U.S. scholarship is needed to enhance understanding of China. Success requires stating goals clearly and understanding the Chinese context. U.S. scholars must deal with factionalism in educational institutions and be aware that China's social scientists and humanists are politically vulnerable. Recommendations include assisting China in its American studies programs while developing sound, rigorous standards for U.S. scholars who work in China.

Reinhold, Robert. "Peking Hampering Scholars from U.S." NEW YORK TIMES, August 16, 1981, pp. 1, 20.

U.S. scholars, particularly social scientists, complained of being denied access to archives and the Chinese people. China experts, however, urged patience because of upheavals since 1966 and Chinese inexperience with U.S. research methods. Intense negotiations about the Chinese moratorium on rural fieldwork were conducted between Chinese authorities and the U.S. National Academy of Sciences.

Saneto, Keishu. DRAFT HISTORY OF CHINESE STUDENTS IN JAPAN.

Japan: Nikka Gakkai, 1939.

Personnel, educational institutions, publications, political and administrative problems, personal experiences, and incidents involving Chinese students in Japan.

Saneto, Keishu. A HISTORY OF CHINESE STUDENTS IN JAPAN. Japan: Kuroshio Shuppan, 1960.

History of Chinese students in Japan, 1890s-1930s, examines origins of Chinese study in Japan, student life, and revolutionary activities.

Shu, Hsin-ch'eng. HISTORY OF EDUCATION OF STUDENTS ABROAD IN MODERN CHINA. Shanghai: Chung-hua shu-chu, 1927.

History and statistics of Chinese students studying abroad in various countries, from Yung Wing (first) to about 1926, including Boxer indemnity fund and Tsing Hua College. Throws light on relative roles of Japan and Western countries in Chinese modernization. Appendix has chronicle of relevant events over 60 years.

Sterba, James P. "China Worries about Quality of 'Foreign Experts.'" NEW YORK TIMES, September 14, 1981, p. 12.

Because foreign teachers working in China complained of being isolated from ordinary Chinese and some Chinese complained that foreign teachers were incompetent, officials decided to tighten standards for the more than 2,000 hired annually. Policy on social contact has not been clarified, but improved hiring practices were planned.

Sung, Hsi. "A Brief Historical Account of Early Chinese Students in America." CHIAO-YU YU WEN-HUA, 6, 10 (1955), 12-17.

Chinese who studied in the U.S. up to 1875 (in 1854 Yung Wing was the first to graduate from a U.S. university) were important in promoting U.S.-Chinese cultural understanding.

Thurston, Anne F. "New Opportunities for Research in China." SOCIAL SCIENCE RESEARCH COUNCIL ITEMS, 33, 2 (June 1979), 13-25.

While China will send mainly scientists abroad for further study, most U.S. scholars chosen for study there will be social scientists. Social science, especially attacked during the Cultural Revolution, has new impetus since the 1978 opening of the separate Chinese Academy of the Social Sciences.

Tsao, Y. S. "The Relation of the Returned Students to the Chinese Revolution." RECENT DEVELOPMENTS IN CHINA: CLARK UNIVERSITY ADDRESSES, NOVEMBER, 1912. Edited by George H. Blakeslee. New York: G. E. Stechert, 1913, pp. 162-75.

The far more numerous Chinese students returned from Japan had greater revolutionary influence than did students from the West, though the latter supported change as officials, teachers, engineers, and translators of Western literature and included Sun Yat-sen.

Tyau, M. T. Z. "British Boxer Indemnity Scholars and Other Beneficiaries."

CHINA QUARTERLY, 1, 3 (March 1936), 71-94.

Explains Britain's program under a 1925 act to use for scholarships and other worthy purposes the Chinese funds owed to Britain as indemnity for the Boxer Rebellion.

U.S. Congress. House Committee on Energy and Commerce. SCIENCE AND TECHNOLOGY: COOPERATION BETWEEN THE UNITED STATES AND CHINA. HEARING BEFORE THE SPECIAL SUBCOMMITTEE ON U.S. TRADE WITH CHINA OF THE COMMITTEE ON ENERGY AND COMMERCE. HOUSE OF REPRESENTATIVES. NINETY-EIGHTH CONGRESS. FIRST SESSION (OCTOBER 31, NOVEMBER 3, 1983). Washington, DC: House Committee on Energy and Commerce, U.S. Congress, 1984. ERIC ED 242 517.

Hearings about China-U.S. international education exchanges and other scientific and technological cooperation with China administered by the U.S. State Department.

Vandegrift, Kate. "'I've Tried to Listen to Pop'—Chinese Students in England." CHINA NOW, 84 (May-June 1979), 22-23.

Describes the impressions life in England made on two Chinese graduate students.

Wang, Yi-chu. CHINESE INTELLECTUALS AND THE WEST, 1872-1949. Chapel Hill: University of North Carolina Press, 1966.

China's Western-educated elite and their role in the nation's political

changes, 1872-1949. Summarizes many careers. Concludes that those who returned after study in the West failed to give the leadership that might have defeated totalitarianism.

Wang, Yi-chu. "Western Impact and Social Mobility in China." AMERICAN SOCIOLOGICAL REVIEW, 25, 6 (December 1960), 843-55.

Social mobility decreased greatly when Western education (culminating in foreign study) replaced the traditional civil service examination. This change in the extent and nature of mobility dramatically affected China's political direction.

WHO'S WHO OF AMERICAN RETURNED STUDENTS. Peking: Tsing Hua College, 1917.

Bilingual English-Chinese biographies of some 400 returned students giving their educational experiences in China, in the U.S., and their later occupations in China.

Xu, Yaoping. "Sidwell School Students—at Home on the Chinese Range." CHINA RECONSTRUCTS, 33, 10 (October 1984), 68-70.

Account of a summer 1984 visit to China by 20 students and seven chaperones from Sidwell Friends School, Washington, DC, where a China Studies Program is planned. Students will be exchanged between Sidwell and Middle School No. 2, an affiliate of Peking Normal University.